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AUTHOR	Coleman, Joyce H.; And Others
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ABSTRACT

This Child Development Associate (CDA) training module, the last in a series of 16, focuses on preparing trainees in a competency-based bilingual/bicultural preschool teacher training program to help Mexican American children to develop positive self-concepts. The first four sections of the module text deal with the effects of the following factors on the development of the child's self-concept: (1) interactions with family members in the home, (2) teachers' attitudes and expectations (with emphasis on negative attitudes toward Mexican Americans and Spanish accents), (3) conflicting cultural values (e.g., cooperativeness vs. competitiveness) and (4) attention to arranging the school environment so that it expresses a positive attitude toward the child's culture. The final section of the text suggests techniques and strategies for the selection and presentation of activities which enhance the child's development of a positive self-concept. The module includes trainee learning activities, and a pre-test and a posttest of the trainee's understanding of the material. The module focuses on the specific behaviors which directly relate to CDA Competency 2. (BH)

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HELPING YOUNG CHILDREN DEVELOP A POSITIVE SELF-CONCEPT

Bilingual/Bicultural

Child Development Associate

Pilot Project

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MODULE XVI

PS010542

Our Lady of the Lake University of San Antonio

San Antonio, Texas

HELPING YOUNG CHILDREN

DEVELOP A

POSITIVE SELF-CONCEPT

Joyce H. Coleman

Yolanda R. Molina

Emma Munguia

Teresa R. Smith

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Bilingual/Bicultural CDA Project Staff

Yolanda Ruiz Molina, director

Guadalupe Aguilar

Joyce H. Coleman

Margarita de Celis

Teresa Z. Dent

Sylvia Manjarrez

Carla Martinez

Emma Munguia

Teresa Ruiz Smith

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A C K N O W L E D G E M E N T S

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PREFACE

Helping young children develop a positive self-concept is an important responsibility of every pre-school teacher. Because our society has not stressed this area of development, many persons grow up and become teachers with out being aware of the importance of their own self-concept or of how to help others feel good about themselves. Teachers need to develop skills for building positive self-concepts in young children just as they need skills for helping them develop language, cognitive, social and self-help skills.

This module, "Helping Young Children Develop a Positive Self-Concept," was developed because an understanding of how to help young children develop a positive self-concept is essential for a pre-school teacher, and because observation of pre-school teachers in Day Care and Headstart programs revealed a critical need for further training in this area. Although this module was designed specifically for Headstart and Day Care teachers who participated in a Bilingual Bicultural Child Development Associate Pilot Training Project at Our Lady of the Lake University of San Antonio, it has been tested and used successfully with other groups of pre-school teachers.

While the content of this module is designed for individualized or self-paced usage, it is strongly recommended that this module be used in conjunction with academic instruction and on-site instruction. The kinds of interactions that occur in group discussions during academic instruction and on-site instruction among instructors and other teachers provide the motivation,

reinforcement and intellectual stimulation that is needed by the teacher. The academic instructors and trainers who developed and tested this module found that learning was facilitated when the module was used as a part of the academic instruction and on-site instruction.

Entry skills needed by trainees to use this module successfully are:

1. The ability to read and comprehend English at the eighth grade level.
2. The ability to follow written instructions.
3. An awareness of how young children develop.
4. An understanding of the cultures of the children.
5. An awareness of the special needs of individual children.
6. The ability to remember and write down what has been seen or heard.

This module focuses on specific behaviors that directly relate to:

COMPETENCE II.- Advance Physical and Intellectual Competence

Functional Area: Self-Concept

This module is sixteenth in the recommended sequence of usage. The sequence of the modules is a result of the identified critical needs of the CDA trainees in the Bilingual/Bicultural CDA Pilot Training Project at Our Lady of the Lake University. The competencies in the modules were addressed in priority, taking into account the critical needs necessary for effective teaching. The sequence has been tested with other groups of teachers and seems to also be effective.

The recommended sequence of usage of the modules is:

Module I	Learning to Observe Young Children in a Bilingual-Multicultural Environment
Module II	Getting To Know and Like Myself Better
Module III	Planning Effectively for Young Children in a Bilingual-Multicultural Environment
Module IV	Creating a Bilingual-Bicultural Learning Environment for Young Children
Module V	Helping Young Children Develop Social Skills in a Bilingual-Multicultural Environment
Module VI	Helping Young Children Develop Motor Skills in a Bilingual-Multicultural Environment
Module VII	Helping Young Children Develop Language Skills in a Bilingual-Multicultural Environment
Module VIII	Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment
Module IX	Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment
Module X	Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment
Module XI	Teachers Planning and Working With Parents From a Bilingual-Multicultural Community
Module XII	Juegos - Cuentos - Cantos - Y - Rimas
Module XIII	Artesanias Mexico - Americanas
Module XIV	Teaching Concepts to Young Children Through Cultural Cooking Experiences
Module XV	Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment
Module XVI	Helping Young Children Develop a Positive Self-Concept

The competencies that a trainer, academic instructor or group facilitator need to use this module effectively with bilingual/bicultural trainees are as follows:

1. Knowledge of early childhood growth and development.
2. Experience teaching pre-school children.
3. Experience working with parents.
4. First-hand knowledge of the cultures of the children and the community where the teachers work.
5. The ability to speak Spanish and English.
6. The ability to explain and demonstrate the content in a manner compatible with the learning styles of the trainees.
7. Experience teaching adults.

P R E - T E S T

1. Define the term self-concept.

2. Describe the role of the home in the development of self-concept.

3. List some school values that could conflict with values of the Mexican-American culture.

4. Explain how teacher attitudes and expectations affect self-concept development.

5. Define learning environment and explain how the learning environment affects self-concept development.

GLOSSARY

An understanding of the following words will help you have a better understanding of this module.

Attitude -- a person's character or outlook

Bañitos -- very warm tub baths for a person's feet, taken when one has the flu followed by placing long, heavy socks covering oneself warmly and "sweating out" the fever

Compadrazo System -- the relationship between families which is formed as a result of being a part of one's wedding party or baptizing one's child

Conflicting Culture Value -- opposing values caused by the habits or attitudes developed as a result of being a member of a specific group or society

Curandero -- a healer used by some Mexican-Americans to cure themselves of certain ailments

Discrepancies -- differences

Expectation -- the anticipation of something that is to happen or occur

"Mainstream" América -- the dominant influence of values, attitudes and ideas on a society

Positive Feelings -- emotions which reflect warmth, and confidence or assurance

Reinforcement -- that special attention given to a child that can be positive or negative

Self-Concept -- the way in which one views one's self

Self-Esteem -- the level of regard that a person has about himself

Self-Reliant -- being independent and responsible for one's actions

Self-Worth -- the self assurance of having worth to oneself and others.

INTRODUCTION

Before beginning this module complete the following task.

> Write down on a sheet of paper your feelings about yourself. The following questions will help you in your thinking about yourself. What kind of a person are you? What are some of your better qualities? What do you really like about yourself? What do you dislike about yourself? How do you feel about yourself when you are with your family? Your friends? Other staff? Strangers? Are there persons or events that influenced some of these feelings? Are there persons who make you feel good about yourself? Why? Are there persons who make you feel inadequate, anxious, insecure? Why do you think these people make you feel negatively?

If you have spent some time thinking about the above questions and have arrived at some answers to them, you have probably gained some new insights into your feelings about yourself and why you have those feelings. The feelings about yourself that you have identified are reflected in your concept of self-worth or self-esteem. Your feelings of self-worth or self-esteem are reflected in turn in everything you do and say. These feelings are involved in every interaction between yourself and others. The crucial factor in what happens inside people and between people is the picture of self-worth that each person carries around with him.

As a teacher of young children you will be providing for their needs and interacting with them in many different ways. It is important to realize that you most likely will be projecting your own attitudes and moral values in everything that you do both consciously and subconsciously. This happens becaus it is difficult to separate attitudes and moral values from behavior. It is also important to realize that the children will be projecting their own attitudes and moral values which have been learned in the home. When your valu and the children's values come into conflict, there can be disturbing consequer for the children.

As a teacher of young children, it is important that you have positive feelings about yourself. You cannot give to others what you do not have yourself. If your feelings about yourself are negative, you most likely will proje negative feelings to the children. A person who feels good about himself is mc likely to reflect confidence, flexibility, trust, compassion, love and an appreciation for the worth of others. He is also more likely to believe in his own decisions and still be able to ask others for help. It is also important that you understand how a positive self-concept develops and how you can enha positive feelings of self-worth in young children.

This module will explore the role of the home in the development of self concept, teacher attitudes and expectations as they relate to the development of self-concept, the effects of conflicting culture values on the development of self-concept, the role of the school environment in the development of sel concept, and techniques and strategies for the selection and presentation of activities that enhance the development of a positive self-concept.

THE POLE OF THE HOME IN THE DEVELOPMENT OF SELF-CONCEPT

Self-concepts are images people have of themselves. These images are composed of feelings and beliefs people have about their physical, social, emotional and intellectual characteristics. These feelings and beliefs influence all aspects of and individual's development and adjustment to life.

The newborn infant is not born with a self-concept. Self-concepts are learned. The young child begins to develop a concept of self as he begins interacting with people and things in his environment. He sees himself as he believes the significant people in his life see him. If the child feels that these significant people think favorably of him, he will see himself favorably. If the child feels that these significant people think unfavorably of him, he will see himself unfavorably.

For the first years of a child's life, his self-concept is influenced primarily by the family. Every word, gesture, facial expression or action on the part of the parent, grandparent, siblings, etc., give the child some message about himself.

In homes where love is freely given, individual differences are appreciated, mistakes are tolerated, communication is open, and rules are flexible, a child usually feels good about himself. In homes where rules are inflexible, differences are criticized, mistakes are unfairly punished, communication is mixed up, and love is withheld or used as a means of control, a child usually feel worthless, insecure and sometimes troubled.

When a child comes to school, he already has a concept formed of himself. While you cannot change his home environment or remove the child's past negative images of himself, you can do much to help the child develop a more realistic image of himself. How you can do this will be discussed in the following sections of this module.

Select a child in your classroom. Interview his parents to identify how the parent.....

communicates verbally and non verbally with the child

disciplines the child

praises the child

shows affection

values the sex of the child

TEACHER ATTITUDES AND EXPECTATIONS AS THEY RELATE TO THE DEVELOPMENT OF SELF-CONCEPT

The attitudes you have of yourself as well as your attitudes of other people influence your perception of the world. You were not born with your attitudes. You were taught attitudes by your family, your teachers, your peers, etc. These attitudes are so much a part of you that unless you have stopped to think about how you <u>really</u> feel about certain ethnic groups, religious groups, etc., you may not even be aware that your attitudes are negative. You need to be extremely aware of your total self. This includes your verbal and non verbal communication skills, your sensitivity toward others, and your ability to reflect upon yourself.

You have been taught to value certain attitudes. Because these attitudes are important to you, you frequently expect other people to value the same attitudes. Sometimes your expectations of other people may be unrealistic, resulting in unfavorable consequences.

Recall an expectation someone important to you had for you that was unrealistic. How did you feel about them? About yourself?

Unrealistic expectations are frustrating and anxiety provoking in both adults and children. Unrealistic expectations by significant people in the child's life usually result in his feeling not capable. Consequently the child feel's inadequate and insecure which results in a negative self-concept.

In this section of the module you will reflect on some attitudes and expectations some people have of the Mexican-American culture. You will be asked to determine for yourself the results of these attitudes and expectations on the self-concept of Mexican-American pre-school children.

Attitudes are indications that we <u>are</u> <u>for</u> or <u>against</u> something. This does not necessarily mean that an attitude represents a value. An attitude is a value if you can say that you <u>really</u> cherish this attitude, or that every time it comes up you make the same response, or that it is a part of your life activity.

There are some attitudes that teachers and others sometimes have toward Mexican-Americans that cause conflict, frustration and sometimes the development of a negative self-concept. While many Mexican-American parents work hard at helping their children develop pride in themselves and in their culture, teachers and others by their negative attitudes and unrealistic expectations can do much to damage these feelings.

One example of a negative attitude often expressed by teachers and others toward Mexican-Americans is their attitude regarding a Spanish accent. How many times have you heard someone telling a Mexican-American "You speak English so well. You don't even have an accent."

Has anyone ever told you that you speak English without an accent? What are they really saying? What is their attitude toward Spanish?

In contrast have you ever heard someone say: "She speaks English with such a darling French accent!"

Why do you think some people have a positive attitude toward someone who speaks English with a French accent and a negative attitude toward someone who speaks English with a Spanish accent?

Discuss this question with your trainer, academic instructor or a fellow staff member.

The expectations of these people are very clear. If you are Hispanic you should be able to speak English without an accent. You are expected to "sound" like an "American." Pre-school teachers who are not knowledgeable about how young children learn a second language sometimes have totally unrealistic expectations for children learning English as a second language. Many teachers feel that children whose first language is not English should learn to speak English without an "accent." These teachers may not admit that they feel this way, but their attitude is reflected in how they treat these children, how they

correct their English language usage, etc. This expectation is unrealistic because children learning a second language hear that language through the sounds of their first language. It is perfectly natural for them to produce, e.g., Spanish vowels instead of English vowels, or e.g., Spanish (r) instead of the English (r). It is also prefectly natural for second language learners to use the syntax of their language and to substitute words in their language when the English word is unknown to them. Intonational patterns differ from language to language and it is also natural to use the intonational patterns of the first language when speaking English. A very important factor that many teachers fail to take into account, is that children learning a second language will go through the same developmental stages as children who learned it as their first language. Many errors children make when learning a second language are "normal" developmental errors. One has to wonder why some teachers have such unrealistic attitudes and expectations regarding second language learning in young children, when teachers who are learning a second language through inservice and institute programs make the same kinds of errors and often experience such anxiety in the process of learning the second language.

Another attitude some people have of Mexican-American children is that they are shy or insecure because they do not maintain frequent eye contact with adults. Perhaps you have heard someone say: "That little Chicano child does not even look at me when I am talking to him. I don't even know if he is listening to me or not." This is obviously an attitude which does not take into account the child's cultural upbringing. Many Mexican-American children are taught respect for adults at a very early age. Eye contact with an adult connotes disrespect.

Name some unrealistic expectations a teacher might have for children who do not maintain eye contact with her or other adults when being spoken to.

Discuss this point with your trainer or other early childhood teachers in your child development center.

Another attitude some people have of Mexican-Americans is that they are loyal to Mexico and not to the United States. This attitude stems from observing Mexican-Americans do such things as: subscribe to newspapers from Mexico, celebrate Mexican holidays, make very frequent trips to Mexico, etc. When a teacher has this attitude, she usually expects the Mexican-American child not to be absent from school on a Mexican holiday. She thinks that the child has "missed out" on her instruction for that day rather than expecting the child to have a valuable learning experience as a consequence of the celebrations he attended.

After reading the following example, discuss what you think the principal's attitudes and expectations are of Juanito and his family.

The mother of a Mexican-American child who is being bused from a Barrio school to a middle class suburbian school was recently told by her city's welfare department that she seemed upset. She proceeded to relate her conversataion with the suburbian school principal. "He told me I should not make Juanito spend so much time taking care of his little brothers and sisters. Juanito was not having time to do his homework. He said I should not have so many children, I had too many already." I didn't dare answer him back, he can make it rough on my Juanito and that's the school he has to go to with the new busing law."

THE EFFECTS OF CONFLICTING CULTURAL VALUES ON THE DEVELOPMENT OF SELF-CONCEPT

For a long time in Education there has been an accepted assumption that the values and attitudes which the schools support are the "correct" ones. These values are usually those of "mainstream" America. Teachers and children who do not conform to these values are sometimes considered as being different or "not normal." More and more, as non-mainstream parents are becoming involved in classroom activities, they are noticing that there are discrepancies between the values taught at school and the values taught at home. The differences in attitudes and values have sometimes caused teachers to misunderstand the behavior of children and to develop prejudicial and negative attitudes toward them. These conflicts can be reduced by developing a better understanding of the children's values and a more accepting attitude toward the different values that children bring to school.

The following story relates some value conflicts that can occur between teachers and parents.

> As Christmas was approaching, the teacher decided it would be a nice idea to have a Christmas party for the children. She wrote notes to each one of the parents asking them to contribute a specific item for the party and for each child to bring a gift which would be exchanged among the children. The following are some of the reactions the teacher received from parents: a parent said that instead of exchanging gifts the children should give gifts to the needy or to an orphanage; one parent said his child would not attend the party because their religion did not approve of celebrating Christmas with parties or gift giving;

another parent suggested that instead of buying gifts why didn't the children make their gifts so the gift would be more personal; yet, another parent suggested that a collection be made so gifts could be bought for the teacher and her assistant.

1. Was there a difference in the teacher's value and in the home values regarding the request made?
2. Name the values of the teacher that conflicted with the parent's values.
3. Recall a situation in your class where difference between a teacher and parent (or child) occured. What value was the teacher expressing? What value was the parent or student expressing? How did you resolve the differences?

The above story illustrated that fundamental differences in values sometimes exist among parents and between parents and teachers. It is important to realize that these differences in values exist and that there is a need to adjust teaching strategies and methodology to accommodate for these differences. Doing this will help eliminate some of the confusion and prejudice that may be occuring in the classroom.

Some general differences exist between Mexican-American culture and the Anglo-American culture which have created conflicts at school. It is important to remember that in general the values accepted and transmitted by schools are the values of the Anglo-American culture. Frequently teachers that

are not anglo have acquired and are transmitting the values of the Anglo-American culture, disregarding the values of their own culture. The following is a brief comparison between values expressed by persons who have acquired the values of the Mexican-American culture and those who have acquired the values of the Anglo-American culture.

1. Working cooperatively vs. competiveness. Being the best or number one is an Anglo-American value that is stressed very much in the schools. In most of the Mexican-American culture, working together cooperatively and helping each other to achieve the same goal is valued over competition with each other. Conflicts between the two cultures arise when the teacher stresses competition and working independently in accomplishing a task instead of working together towards a goal.
2. Family priorities vs. school priorities. In most Mexican-American families, there is a very strong and close relationship among the family members, extended family and the "compadrazo system." Family celebrations or problems often take priority over work and attendance. Conflicts between the school and family may arise when the school does not excuse the child for being absent when situations such as these arise.
3. A warm informal, friendly attitude vs. lack of emotional display and formality. Most Mexican-American children come from a home environment where emotions are expressed physically (hugs) and verbally ("mi hijo, mi chulo, corazon,"). Praising in school, however, is very often done only when a child produces a product that meets the standards of the teacher. The child and the effort he puts on the product are not usually praised The impersonal attitude of the teacher can cause conflict between the child and teacher

if the child is used to getting a lot of warm recognition and praise at home.

4. Home medical remedies vs. professional medical remedies. Many Mexican-Americans place much value and trust on the prevention of illnesses and cure of illnesses through herbs and spices and through the guidance of the "curandero." Conflict with the school or teacher's values toward home health practices may occur when the teacher does not understand the culture's psychology of healing. It is important for teachers to know that a person's faith in the healer contributes to the curing of their ailments. Just as "mainstream" Americans have faith in their own home remedies when they are sick, e.g., eating a lot of garlic and onions when you have a cold; wearing esfidity around your neck to "ward-off" illnesses; using mustard plasters for colds and congested chests, etc.,. so do Mexican-Americans have faith in their home remedies, e.g., té de manzanilla o comino for stomach ailments, "bañitos" for flu and cold. The same holds true for the faith that different people have in the persons involved in the curing. Just as "mainstream" Americans have faith in various medical specialists, Mexican-Americans have faith that the "curandero" will be able to cure them of their ailments. Once a teacher realizes that trust and faith do make a contribution to the curing of an illness, and that every culture has it's own special beliefs and customs pertaining to health practice, she will be more understanding and accepting of the health practices used by the children, their parents and the community.

5. Flexible time vs. precise time. In some Mexican-American cultures time is viewed as enjoying the present moment to its fullest, while in the anglo culture, time is divided into past, present and future, and the present is viewed as preparation for the future. Because of these different views of time, a teacher may encounter the problem where Mexican-American children may want to continue an activity which they are enjoying while the teacher may feel that the objectives of the activity have been met and that class must move on to something new. The teacher does not see the value in repeating an activity when the goal has been accomplished. If a teacher continuosly insists that children move on to something new when the objectives of a lesson are met, conflicts between the teacher and children will occur.

THE ROLE OF THE SCHOOL ENVIRONMENT IN THE DEVELOPMENT OF SELF-CONCEPT

The school environment is the capsule that surrounds a child from pre-school entry experiences to his exit from the educational system. This educational environment encompass people, language, materials, etc. If this educational environment is to contribute to the development of a positive self-concept, it must have an atmosphere of total acceptance of the child as he is, here and now. For a Mexican-American child to be totally accepted, his language and culture must be accepted as part of him.

Indoor Environment

Looking at a typical early childhood center you will usually notice that the indoor environment is arranged in learning centers. The selection of culturally relevant materials and the arrangement of equipment is critical in the development of the perceptions the child will have of himself in relation to the learning environment. A child's perception of himself as an acceptable member of the learning environment creates feelings of adequacy which in turn contribute to a positive self-concept.

A child feels accepted when those things that are a part of his culture and his home environment are incorporated into the school environment. When time and effort is taken to make the school environment culturally relevant to the child, he will infer that his culture is valued. As a teacher, you not only want the child to infer that you value his culture, you want him to be convinced that you value his culture. You can do this by integrating all aspects of the child's

culture into the school environment. This includes talking about the culture in positive ways, linking the home and community environment with the classroom, using culturally relevant artifacts as teaching materials, and accepting and encouraging values of the culture. When you do these things, you are telling the child that his culture is important, that his family is important and most of all that he is important. This is a basic element in the development of a positive self-concept.

Make a list of culturally relevant artifacts that you can place in your learning centers. Tell how these artifacts can be used as instructional materials.

Discuss this list with your trainer and proceed to the next task.

List your strategies for enhancing the self-concepts of the children in your classroom through the use of culturally relevant artifacts.

Discuss you strategies with your trainer or academic instructor.

Outdoor Environment

The outdoor environment is also an important part of the educational environment. Little thought is usually given to the design of the outdoor environment and almost no thought is given to making it culturally relevant. A culturally relevant outdoor environment will include areas where the children can play with objects and materials found in their own back yards. For example, many Mexican-American families have birds in ornate iron cages which they keep in their backyards, as well as pots of flowers, gardens, bricks and tiles. Being able to have the same kinds of experiences at home and at school can reduce the anxiety children feel of being separated from family members while in school. When anxiety is reduced and the child feels that the school cares for him, he will feel secure. This feeling of security is another important factor in the development of a positive self-concept.

Make a list of culturally relevant objects, materials, equipment, etc., that could be used to make your outdoor learning environment culturally relevant.

Discuss the effects of providing these articles on the children's self-concept.

Curriculum

Another part of the learning environment that is not ordinarly thought of as an aspect of the environment is the curriculum used with the children. The curriculum you use must take into consideration the following:

1. The child's language preference
2. The child's preferred learning style
3. The developmental level of individual children
4. The ethnic group and socio-economic level of the children the curriculum was designed for.
5. The integration of culturally relevant curriculum materials.
6. The use of the child's cultural experiences for developing concepts.

If the curriculum meets the above criteria and the teacher treats the child as a human being that has dignity and worth, the child will feel he is a success in school. These feelings of success are the most powerful motivations for achievement. The child that achieves feels competent and will see himself in a positive manner.

Analyze the early childhood curriculum you are now using and compare it with the six criteria previously mentioned.

Discuss with your trainer how you can adapt your curriculum to meet the criteria mentioned. Emphasize especially how you will use strategies, curriculum materials, cultural artifacts, etc., to enhance the child's self-concept.

TECHNIQUES AND STRATEGIES FOR THE SELECTION AND PRESENTATION OF ACTIVITIES THAT ENHANCE THE DEVELOPMENT OF A POSITIVE SELF-CONCEPT

The preceeding sections of this module have discussed the role of the home in the development of self-concept and have identified teacher attitudes and values which can enhance or lessen a child's self-concept. The effects of the classroom environment on the child's self-concept have also been discussed in detail to show how teachers can make a difference in the child's self concept. Another way that a teacher can enhance a child's self-concept is through the activities that are planned for the child. This section of the module will: (1) identify some techniques and strategies that teachers need to have in mind as they select activities to do with the children and (2) provide a list of suggested activities in the various developmental skills which can help enhance the child's self-concept.

Techniques and Strategies

1. Select activities that are challenging but which allow the child to be successful.
2. Select activities and materials to which the child can relate.
3. Plan activities that give the child choices, e.g., selecting the materials he wants to use; selecting when to do an activity the teacher wants everyone to do, etc.
4. Plan activities where the child can express his own personal feelings or perceptions instead of required answers.
5. Select activities which will help the child feel good about himself and those around them.

6. Present the lesson in the language with which the child feels comfortable taking into consideration his ability to hear and understand the language as well as to produce the language.
7. Give instructions in a positive manner. Have positive expectations that the child will be able to accomplish the activity.
8. Praise the child for what he does and for his efforts.
9. Model activities for the child so he can have a better understanding of what he is expected to do.

Suggested Activities

Self Help

1. Have the child tell you who is absent that day. This helps the child learn observation skills as well as recognize the importance of all members of the group being together. This makes the child realize that he is a vital member of a group.
2. Give the child a chance to select what he wants to work with during "free play" period. This gives the child a feeling of importance and self-worth and that he has the ability to select a worthwhile activity.
3. Require the child to put toys away after he is finished playing with them. This gives the child an opportunity to be a helpful member of the group thus making him feel important and needed.
4. Allow the child to put on and remove his own coat, sweater, cap and gloves or as much as he can do by himself. This allows the child to help himself as well as to become aware of the body parts which correspond to clothing items.

5. Ask the child to select the book he wants read to the group that day. This makes the child feel important and that he is a contributing member of a group.
6. Encourage children to get their own materials which they need to continue with their play (e.g., the child runs out of paste and the teacher tells the child to go to the art table and get the amount of paste he needs.) This encourages the child to be self-reliant, which makes him feel adequate.
7. Have the child help clean-up tables before lunch. This is another way to make the child feel needed and important.
8. Have the child mop up spills. This gives the child an opportunity to identify with members of his family that perform similar chores at home.
9. Have the child help with snack routines, such as napkins, pouring juice, cleaning-up after snack, etc. This teaches the child self-help skills that make him helpful at home.
10. Ask the child to take a note to the office or relay a message to someone from you. This makes a child feel trust worthy and valued by the children.

Social

1. Have the child role play persons, characters or situations familiar to him.
   - family members: father, mother, grandparents, baby, etc.
   - buying and selling: "tiendita," grocery, department store, "molino," flower shop, shoe shop
   - doctors and nurses

- beauty shop and barber shop
- restaurant
- carnival
- celebration: birthday, wedding and baptism

These activities encourage a feeling of pride in members of the child's family and community. He identifies with the roles and situations that are part of his culture.

2. Have the child make and give cards on special occasions.
   - Mother's day
   - Father's day
   - birthdays
   - get well cards
   - Christmas
   - Valentine's

   This helps the child develop sensitivity to how people feel in giving and receiving a token of love such as a card made by him.
3. Place the child's creative art projects up on the board for a week. This give the child a feeling of pride and self-worth through his work being valued.
4. Keep the child's block project on display for one or two days. This helps the child develop pride in his own ability and in his work. At the same time, this teaches others to value each other's work.

5. Ask each child to bring photographs of himself and/or his family and share them with the class. This gives the child pride by sharing with others something that is an important part of this life and family.
6. Write each child's name on lockers, art projects, and personal items that belong to him. This give the child a feeling of being a person who has dignity and worth.
7. Take pictures of children working in the different areas of the room, and display them on the board for everyone to see. This gives the child a feeling of belonging to a group. Being able to recognize one's self in a pictures is an important part of body awareness.
8. Do something special on each child's birthday (e.g., make the child a birthday crown or have the children make a circle around the birthday child and as they walk around him in the circle have them sing the birthday song for him). This makes a child feel that everyone is happy that he was born.

Motor

1. Have the child draw a picture of himself and his family. This gives the child an opportunity to express his perception of himself and his family.
2. Ask the child to cut pictures of things he likes to eat; thing he likes to wear; things he likes to play with. This allows the child to show his individuality and his uniqueness.

3. Have the child create his own dance to music while allowing him to dress as he wants to. This makes the child feel that his creative expressions are accepted at school. It also allows the child to be unique.
4. Bring a variety of dress-up clothes into the role playing center, for the children to use. Allow the children to wear their dress-up clothes to story time, music or outside once in a while as an extra treat for them. The child feels important and accepted when he is allowed to carry out his fantasy roles to other areas of the classroom.
5. Have each child do a special trick they can do with their body in front of the group, e.g., tumbling, twirling, standing on tip toes, hanging from the jungle gym, etc. This gives the child pride in what he can do and in doing something in front of the group.
6. Have the child learn an activity or game. This makes a child feel that he can initiate and direct a play situation. This feeling contributes greatly toward the development of self-confidence.
7. Have materials out in the classroom and outdoors which encourage the child to be creative, e.g., clay, collage, scarves, towels, or dress-up clothing for indoors, and large blocks, large carboard boxes, old sheets and blankets. This helps the child feel that he is a creative person who can control and mold images in his mind into something real using materials available to him.
8. Do activities where the child demonstrates physical ability, e.g., running, skipping, jumping, twirling, rolling, etc. This makes a child aware of the many ways he can move his body.

Cognitive

1. Have the child explore his individual characteristics in a full length mirror, e.g., hair, eyes, skin, height. This gives the child an opportunity to develop a realistic image of himself.
2. Have the child listen to a tape of children talking and have him identify himself. This makes the child aware of the distinguising features of his voice
3. Have the child see how tall he is on a growth chart. This points out to the child a physical characteristic that is important to all children "How tall am I?"
4. Make silhouettes of each child and see if each one can identify his own. This makes the child focus on characteristics that distinguish him from others. This helps the child realize that he is an individual different from everyone else.
5. Describe a child including his personality and physical characteristics and see if the children can identify who you are describing. This makes each child aware of the distinguishing features of his body and of his personality. It is important to each child to know that the teacher recognizes him as a unique individual.
6. Place a poster board with typical tasks undertaken in the classroom and have a child self-evaluate what tasks he can do. This gives the child an opportunity to focus on his strengths, thus enhancing his overall concept of self.
7. Set up a hypothetical situation in which the child is asked to predict how he would solve a problem, e.g., "What to do if juice was to be given to all the boys and girls in the class but one glass of juice spilled?

This gives the child a feeling of being in control of a situation. It also helps him realize his problem solving abilities.

8. Provide the child with a sequence of cards that depict a person at different age levels. This helps the child realize how one person can be important at any age.

Language

1. Have the child relate a personal experience that happened to him at home, at school or at a special event, e.g., circus, carnival, holiday, etc. This makes the child feel that his personal life is important, therefore, he is important.
2. Have the child tell you one thing that he can do in the art area, outdoors, at home. This makes the child feel that his language is a tool for communicating an idea.
3. Have the child tell you his favorite thing to do at school, at home with his friends. This gives the child an opportunity to tell you or the class what he values most of the many things he does.
4. Ask the child to tell you his complete name, his parents names and the names of other significant people in his life. This helps the child identify himself as member of a specific family.
5. Put out material in the language center which encourages the children to role play or talk about family or self, e.g., puppets, family puppets, family flannel figures, masks, telephones. This helps the child see himself as a person who also has feelings.
6. Have the child talk into a tape recorder and say anything he wants to about himself and then listen to the tape. This makes the child notice how his voice is different from the other children thus noticing his uniqueness.

7. Have the child tell you something about his drawing. This activity makes the child proud of his creativity. It also makes him feel valued because someone asked about his work.
8. Teach the child a poem to say to his mother for mother's day. This helps the child realize that the teacher values his mother as much as he does. This will make him proud.

POST-TEST

1. Define the term self-concept.

2. Describe the role of the home in the development of self concept.

3. List some school values that could conflict with values of the Mexican-American culture.

4. Explain how teacher attitudes and expectations affect self-concept development.

5. Define learning environment and explain how the learning environment affects self-concept development.

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